Alexa Sbordone

CBSE 7201T

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Wiki Assignment #2

Blau, I. (2011). Teachers for "Smart Classrooms": The Extent of Implementation of an Interactive Whiteboard-based Professional Development Program on Elementary Teachers' Instructional Practices. Interdisciplinary Journal of E-Learning & Learning Objects, 7275-289.

This text discusses a study that analyzed the implementation of an interactive whiteboard professional development program on instructional practices of elementary teachers in Israel. After the teachers completed the 30 hour professional development program the question, “to what extent are elementary teachers observed to implement IWB-related strategies in their instructional practices?” was asked.  This study investigated whether teachers use interactive whiteboard functions that promote student-centered learning process, scaffolding, and moderating student thinking and knowledge construction.

Caranikas-Walker, F., Huntsberger, B., Maloney, C., Shapley, K., Sheehan. D., Sturges, K.  (2006) Effects of Technology Immersion on Teaching and Learning: Evidence from Observations of Sixth-Grade Classrooms. *Texas Center for Educational Research*.  Retievd from https://www.tasb.org/About-TASB/Related-Sites-and-Affiliated-Entities/TCER-Reports/documents/etxtip/y1\_observation\_rpt.pdf

The Technology Immersion Pilot (TIP) sets forth a vision for technology immersion in Texas public schools that links access to technology with student achievement. This study focuses on the effects of technology immersion on teachers’ classroom practices and students’ learning opportunities. Conducted in sixth grade classes at immersed and control schools during fall 2004 and spring 2005, where laptops were fully engrossed in the classrooms. In conclusion, this technology enriched “traditional” practices, their greatest value lies in the provision of new student opportunities for more authentic and intellectually challenging school work. It was also observed that many classrooms have a teacher-centered environment, as opposed to a learner-centered environment.

Carver, Lin B. “Teacher Perception of Barriers and Benefits in K-12 Technology Usage.” *Volume 15 issue 1* (2016): The Turkish Online Journal of Educational Technology. Web. 8 Sept. 2016.

This article explains studies that were done about K-12 teachers’ perceptions of the benefits and barriers to technology integration by either teachers or students in K-12 instruction. During this study completed in 2006, there were major concerns that impact both student and teacher use, equipment availability, more than any other factor, seemed to have the greatest impact on whether technology was incorporated into classroom instruction. Teacher knowledge and skill, although a concern, was not the teachers’ first consideration. The major reason teachers chose to use technology was because they felt it resulted in increased student engagement. Some of the same factors that impacted whether students used the computer were evident in the decision about whether teachers used technology. Equipment availability, instructional time schedules, and curricular concerns were all concerns that impacted both teacher and student technology usage.

Kulik, James A. “Effects of Using Instructional Technology in Elementary and Secondary Schools: What Controlled Evaluation Studies Say” *SRI Project Number P10446.001* (2003): SRI International. Web. 8 Sept. 2016.

This article explains at report that reviews findings from controlled evaluations of technology applications in elementary and secondary schools. Studies were done in various academic disciplines; reading, writing, math and science.  This article discusses integrated learning systems, word processing, computer enrichment and microcomputer-based laboratories.  Overall, evaluation studies suggest that schools have been more successful in using instructional technology during the past decade than they were in earlier years.

Loertscher, David V. "Unleash the power of technology in education." *Teacher Librarian* 39.1(2011): 46+. *Academic OneFile*. Web. 8 Sept. 2016.

This text describes how the technology of today and tomorrow can serve as a motivation for change in primary and secondary education. It discusses how teachers, leaders and policymakers can harness the benefits of new technology to dramatically improve academic achievement and outcomes.  It discusses different systems in place and available to those in education.  Closed-loop instructional systems take a holistic approach and incorporate technology to its fullest potential.

Wang, C., Ke, Y., Wu, J., & Hsu, W. (2012). Collaborative Action Research on Technology Integration for Science Learning. Journal of Science Education & Technology, 21(1), 125-132. doi:10.1007/s10956-011-9289-0

This article is a study of a sixth grade classroom, using technology within science.  The challenge is not the technology, it is how technology is used by classroom teachers and students.  Incorporating technology into project-based learning enables the students to experience how to learn with technology as an active agent in their learning.  The students in this sixth grade class had the opportunity, through PBL to create PowerPoint presentations and in conclusion they lacked visual literacy. Teachers should teach information literacy by integrating it into an inquiry project for a subject learning instead of teaching it separately.